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ABSTRACT

The reliability of the Student-Life Stress Inventory of B. M. Gadzella (1991) was studied. The inventory consists of 51 items listed in 9 sections indicating different types of stressors (frustrations, conflicts, pressures, changes, and self-imposed stressors) and reactions to the stressors (physiological, emotional, behavioral, and cognitive) as perceived by university students. Ninety-five state university students (38 males and 57 females) responded to the inventory twice within 12 days and rated each item by using a 5-point Likert scale. Students' responses were analyzed using the Pearson product moment correlation (test-retest) and Cronbach's alpha, the internal consistency correlation. All correlations were statistically significant, indicating that the inventory is highly reliable. Tables 1 and 2 present the inventory and the answer sheet. Tables 3 and 4 show correlations between responses for stress level groups. Table 5 illustrates internal consistency findings. (Author/SLD)

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STUDENT-LIFE STRESS INVENTORY

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STUDENT-LIFE STRESS INVENTORY

ABSTRACT

The purpose of this study was to determine the reliability of the Student-Life Stress Inventory (Gadzella, 1991). The inventory consists of 51 items listed under nine sections indicating different types of stressors and reactions to the stressors as perceived by university students. Ninety-five students responded to the inventory twice within 12 days. Their responses were analyzed using the Pearson-product moment correlation (test-retest) and Cronbach's alpha, the internal consistency correlation. All correlations were statistically significant $p < .05$ indicating the inventory was highly reliable.

INTRODUCTION

A number of researchers have designed instruments to measure and study stress. For instance, Holmes and Rahe (1967) devised the Social Readjustment Rating Scale in attempt to study changes that bring about stress. McWilliams and Schnorr (1986) developed the Tennessee Stress Scale-L, Work Related Stress Inventory for Professionals. DeLongis, Folkman and Lazarus (1988) and Kanner, Coyne, Schaefer, and Lazarus (1981) studied daily hassles and uplifts and their impacts on health and moods. No instrument was located that measured students' stress per se.

As part of a class project, three groups of students meet

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(in small groups) and discussed the types of stressors students' experience and their reactions to the stressors. After consolidating their ideas, students listed their ideas under a model discussed by Morris (1990). Sources of stress were listed under: frustrations, conflicts, pressures, changes, and self-imposed. Reactions to stressors were listed under: physiological, emotional, behavioral, and cognitive.

The items in the inventory were reflecting students' stressors and reactions to them. The purpose of this study was to determine if the items in the instrument were reliable.

METHOD

Subjects were 95 volunteers who were enrolled in classes at a state university. In this group, there were 38 men and 57 women. Subjects indicated how they perceived their stress: 17 reported mild, 64 reported moderate, and 14 reported severe stress.

The stress inventory has 51 items (Table 1) listed under nine sections (a) stressors: frustrations, conflicts, pressures, changes, and self-imposed and (b) reactions to stressors: physiological, emotional, behavioral, and cognitive. Subjects responded to the inventory twice within 12 days. They rated each item by using a Likert 5-point scale with 1 = never, 2 = seldom, 3 = occasionally, 4 = often, and 5 = most of the time. (See Table 2 for answer sheet).

The data were analyzed using two types of correlations. The Pearson-product moment correlations were computed using the two

responses to the inventory for the nine sections for different groups. The internal consistency, using Cronbach's alpha, was computed on the first response to the inventory for the nine sections for the total group.

RESULTS

The correlations for the two responses to the nine sections of inventory for the total and gender groups are presented in Table 3. In Table 4, the correlations for the two responses to the nine sections of the inventory for the three levels of stress (mild, moderate, and severe) are summarized. The correlation for the internal consistency to the nine sections on subjects' first response to the inventory for the total group are presented in Table 5. All correlations were statistically significant $p < .05$.

DISCUSSION AND CONCLUSION

This study attempted to determine the reliability of the Student-Life Stress Inventory (Gadzella, 1991). The correlations that were computed showed that the inventory was highly reliable, indicating students' stressors and reactions to their stressors. Having a valid and reliable instrument on students' stress, makes it is possible to conduct others studies as to how stress is related to students' academic achievement and life. It is also the hope that students (who respond to the inventory) will take the opportunity to evaluate their stresses and the abilities they have to cope with their stresses. Also, the

intent is to administer the inventory to larger groups and determine responses to the inventory by different groups.

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Table 1

STUDENT-LIFE STRESS INVENTORY C

Bernadette M. Gadzella, Ph.D., 1991
East Texas State University

This inventory contains statements dealing with student-life stress. Read it carefully and respond to each statement as it has related or is relating to you as a student. Use the 5-point scale which indicates the level of your experiences with 1 = never, 2 = seldom, 3 = occasionally, 4 = often, and 5 = most of the time. Record your responses on the accompanying answer sheet.

I. STRESSORS:

A. As a student:

1. I have experienced frustrations due to delays in reaching my goals.
2. I have experienced daily hassels which affected me in reaching my goals.
3. I have experienced lack of sources (money for auto, books, etc.)
4. I have experienced failures in accomplishing the goals that I set.
5. I have not been accepted socially (became a social outcast).
6. I have experienced dating frustrations.
7. I feel I was denied opportunities inspite of my qualifications.

B. I have experienced conflicts which were:

8. Produced by two or more desireable alternatives.
9. Produced by two or more undesirable alternatives.
10. Produced when a goal had both positive and negative alternatives.

C. I experienced pressures:

11. As a result of competition (on grades, work, relationships with spouse and/or friends).
12. Due to deadlines (papers due, payments to be made, etc.).
13. Due to an overload (attempting too many things at one time).
14. Due to interpersonal relationships (family and/or friends expectations, work responsibilities)

D. I have experienced:

15. Rapid unpleasant changes.
16. Too many changes occurring at the same time.
17. Changes which disrupted my life and/or goals.

STUDENT-LIFE STRESS INVENTORY (Continued)

E. As a person:

- 18. I like to compete and win.
- 19. I like to be noticed and be loved by all.
- 20. I worry alot about everything and everybody.
- 21. I have a tendency to procrastinate (put off things that have to be done).
- 22. I feel I must find a perfect solution to the problems I undertake.
- 23. I worry and get anxious about taking tests.

II. REACTIONS TO STRESSORS:

F. During stressful situations, I have experienced the following:

- 24. Sweating (sweaty palms, etc.)
- 25. Stuttering (not being able to speak clearly).
- 26. Trembling (being nervous, biting finger-nails, etc.).
- 27. Rapid movements (moving quickly from place to place)
- 28. Exhaustion (worn out, burned out)
- 29. Irritable bowls, petic ulcers, etc.
- 30. Asthma, bronchial spams, hyperventilation.
- 31. Backaches, muscle tightness (cramps), teeth-grinding
- 32. Hives, skin itching, allegries.
- 33. Migraine headaches, hypertension, rapid heartbeat.
- 34. Arthritis, overal pains.
- 35. Viruses, colds, flu
- 36. Weight loss (can't eat)
- 37. Weight gain (eat alot)

G. When under stressful situations, I have experienced:

- 38. Fear, anxiety, worry
- 39. Anger
- 40. Guilt
- 41. Grief, depression

H. When under stressful situations, I have:

- 42. Cried
- 43. Abused others (verbally and/or physically)
- 44. Abused self (use of drugs, etc)
- 45. Smoked excecessively
- 46. Was irritable towards others
- 47. Attempted suicide
- 48. Used defense mechanisms
- 49. Separated myself from others

I. With reference to stressful situations, I have:

- 50. Thought and analyzed about how stressful the situations were.
- 51. Thought and analyzed whether the strategies I used were most effective.

ff

TABLE 2
ANSWER SHEET TO STUDENT-LIFE STRESS INVENTORY (C)

Bernadette M. Gadzella, Ph.D., 1991.
East Texas State University

Name: _____ Course _____ Age _____ Sex _____
 Marital Status: Married _____ Single _____ Single Parent _____
 Number and age of children: None _____ Children _____
 Commuting: No _____ Yes _____, if so, round trip mileage _____
 Average hours studying per week _____
 Average hours working (employed) _____

Rate your overall level of stress
 Mild _____ Moderate _____ Severe _____

Respond to each statement in the Student-Life Stress Inventory by recording the level of your experiences on the 5-point scale with 1 = never, 2 = seldom, 3 = occasionally, 4 = often, and 5 = most of the time.

	1	2	3	4	5		1	2	3	4	5
A. 1.	()	()	()	()	()	27.	()	()	()	()	()
2.	()	()	()	()	()	28.	()	()	()	()	()
3.	()	()	()	()	()	29.	()	()	()	()	()
4.	()	()	()	()	()	30.	()	()	()	()	()
5.	()	()	()	()	()	31.	()	()	()	()	()
6.	()	()	()	()	()	32.	()	()	()	()	()
7.	()	()	()	()	()	33.	()	()	()	()	()
B. 8.	()	()	()	()	()	34.	()	()	()	()	()
9.	()	()	()	()	()	35.	()	()	()	()	()
10.	()	()	()	()	()	36.	()	()	()	()	()
C. 11.	()	()	()	()	()	37.	()	()	()	()	()
12.	()	()	()	()	()	G. 38.	()	()	()	()	()
13.	()	()	()	()	()	39.	()	()	()	()	()
14.	()	()	()	()	()	40.	()	()	()	()	()
D. 15.	()	()	()	()	()	41.	()	()	()	()	()
16.	()	()	()	()	()	H. 42.	()	()	()	()	()
17.	()	()	()	()	()	43.	()	()	()	()	()
E. 18.	()	()	()	()	()	44.	()	()	()	()	()
19.	()	()	()	()	()	45.	()	()	()	()	()
20.	()	()	()	()	()	46.	()	()	()	()	()
21.	()	()	()	()	()	47.	()	()	()	()	()
22.	()	()	()	()	()	48.	()	()	()	()	()
23.	()	()	()	()	()	49.	()	()	()	()	()
F. 24.	()	()	()	()	()	I. 50.	()	()	()	()	()
25.	()	()	()	()	()	51.	()	()	()	()	()
26.	()	()	()	()	()						

TABLE 3
CORRELATIONS BETWEEN TWO RESPONSES ON STUDENT-LIFE
STRESS INVENTORY BY SECTIONS FOR THE TOTAL
AND GENDER GROUPS

Section	Groups		
	Total ($\underline{n}$ = 95)	Men ($\underline{n}$ = 38)	Women ($\underline{n}$ = 57)
I. Stressors			
Frustration	.72*	.69*	.75*
Conflict	.59*	.67*	.54*
Pressure	.73*	.79*	.70*
Change	.67*	.80*	.55*
Self-Imposed	.75*	.71*	.76*
II. Reactions to Stressors			
Physiological	.75*	.54*	.78*
Emotional	.76*	.68*	.80*
Behavioral	.72*	.62*	.77*
Cognitive	.57*	.67*	.50*

$p < .05$

TABLE 4
CORRELATIONS BETWEEN TWO RESPONSES ON STUDENT-LIFE
STRESS INVENTORY BY SECTIONS FOR THREE
STRESS LEVEL GROUPS

Section	Group		
	Mild ($\underline{n} = 17$)	Moderate ($\underline{n} = 64$)	Severe ($\underline{n} = 14$)
I. Stressors			
Frustration	.76*	.69*	.30
Conflict	.68*	.54*	.55*
Pressure	.84*	.63*	.53*
Change	.60*	.63*	.30
Self-Imposed	.68*	.72*	.83*
II. Reactions to Stressors			
Physiological	.68*	.64*	.68*
Emotional	.89*	.69*	.53*
Behavior	.72*	.67*	.79*
Cognitive	.64*	.53*	.49*

$p < .05$

TABLE 5
INTERNAL CONSISTENCY (ALPHA) ON FIRST RESPONSE
TO STUDENT-LIFE STRESS INVENTORY BY SECTIONS
FOR THE TOTAL GROUP

Section	Alpha
I. Stressors	
Frustration	.52*
Conflict	.64*
Pressure	.73*
Change	.85*
Self-imposed	.63*
II. Reactions to Stressors	
Physiological	.73*
Emotional	.81*
Behavioral	.71*
Cognitive	.77*

$p < .05$